

# **Rogue Valley**

## **Workforce Innovation & Opportunity Act**

### **Local Plan**

**COVID-19 / Wildfire Edition**



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**ROGUE WORKFORCE**  
**PARTNERSHIP**

July 1, 2020 – June 30, 2024

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## Section 1: Workforce and Economic Analysis

Please answer the questions in Section 1 in five (5) pages or less. The Oregon Employment Department's Workforce and Economic Research Division has a regional economist and workforce analyst stationed in each of the nine local areas. These experts can assist in developing responses to the questions 1.1 through 1.3 below. Please briefly address any available economic analysis that focuses on expectations for the COVID and post- COVID economy. Please limit the inclusion of tables and charts to those that are critical to your analysis.

1.1 An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

The economy of the Rogue Valley is strongly influenced by history, geography, and demography.

- ⊕ The intrinsic beauty of the Rogue Valley coupled with natural resources from agriculture with pears, and more recently boutique wineries, and long-standing dependence on timber and forest products, have historically defined the region.
- ⊕ Recently, the large influx of cannabis and hemp production has also boosted the area's agricultural output.
- ⊕ Many retail establishments from sole proprietors to large, nationally renowned companies call the Rogue Valley home. And the region serves as hub of trade and services businesses, serving a larger population base than just its own residents.
- ⊕ Tourism and travel-related businesses have expanded and prospered with amenities such as the Oregon Shakespeare Festival, Crater Lake National Park, the Oregon Caves National Monument, the Rogue River and many outdoor recreational activities which draw visitors from other counties, states, and to a lesser extent, from other countries too.
- ⊕ Population growth, in-migration by older residents, and a generally aging population have increased employment in the health care and social assistance industries. People seeking health care treatment from Northern California to the Coast in the "State of Jefferson" travel to the Rogue Valley for medical care.
- ⊕ The Oregon Blue Book lists the top economic drivers for Jackson County as medical, retail, tourism, agriculture, manufacturing, and forest products. And for Josephine County: tourism, recreation, forest products, electronics, and software.

Like the rest of the state and nation, the region's economy has been severely traumatized by the COVID-19 pandemic. In addition, the devastating wildfires in the Fall of 2020 gravely impacted the Rogue Valley. The cities of Phoenix and Talent were substantially destroyed with over 2,800 structures burnt to the ground. In addition, 153 structures were lost in the area stretching between Shady Cove to Butte Falls. Disaster recovery experts estimate that clean-up and rebuilding from the wildfire will require many years of intensive effort.

Nearly every industry sector and business has been impacted by COVID-19, with different sectors impacted unevenly at times. The eventual recovery, that is expected to return employment to Oregon's pre-pandemic levels by mid-2023, will help bring lost jobs back to the Rogue Valley. But regional partners are also preparing for the impacts of those businesses and jobs that may not be returning.

Based on prior analyses of economic conditions and economic development priorities, the Rogue Workforce Partnership previously prioritized these targeted industry sectors: Advanced Manufacturing, Healthcare, and Information Technology. During the past two years, additional industry sectors were also prioritized: Transportation and Logistics, Construction, and Natural Resources. These are all predominantly traded sector industries that sell their goods and services in markets outside of Southern Oregon. These industry groups have distinct competitive advantages or have special regional significance, and they provide the region with unique opportunities for growth, high-wage jobs/career paths, innovation, and regional prosperity. Because they are traded sector and have better career advancement opportunities, the median wages in these industries are also above the average compared to other industries such as retail or leisure and hospitality.

The table in section 1.2 displays the top high-demand occupations in our each of our region's targeted industry sectors, based on the analysis of the labor market data, projections, and reports listed here (*weblinks imbedded*)

- [Rogue Valley - Quality Info \(https://www.qualityinfo.org/rogue-valley\)](https://www.qualityinfo.org/rogue-valley)  
including specifically the following:
  - [Rogue Valley Jobs Projected to Increase 8 Percent by 2029](#)
  - [COVID-19 Impacts on the Rogue Valley Job Market](#)
  - [Rogue Valley Industry Employment Projections 2019-2029](#)
  - [Rogue Valley Occupational Employment Projections 2019-2029](#)
  - [Rogue Valley Occupations in Demand](#)
  - [Rogue Valley High-Wage, High-Demand, High-Skill Occupations](#)

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

The table below displays both the typical entry-level and competitive level of education needed for the high-demand occupations in our targeted industry sectors. This information comes from both Oregon Employment Department (OED) projections and direct intelligence gathered from business leaders in each industry sector.

Industry Sector	Occupations	Entry-Level Education / Competitive Education
<b>Manufacturing</b>	Assemblers & Fabricators   Production Workers Electrical & Electronic Assemblers   Food Batch Makers	• High school diploma or equivalent • Postsecondary training (non-degree)
	Industrial Machinery Mechanics   Welders CNC Machine Operators & Programmers   Machinists	• High school diploma or equivalent • Postsecondary training (non-degree) • Associate's degree
	Millwright   Plant Electrician	• Apprenticeship
	Industrial Production Managers   Industrial Engineers, Mechanical Engineers   Purchasing Managers	• Bachelor's degree
<b>Healthcare</b>	Personal Caregivers   Home Health Aides	• Less than high school • Postsecondary training (non-degree)
	Nursing Assistants   Medical Assistants Dental Assistants   Surgery Technicians	• Postsecondary training (non-degree) • Associate's degree
<b>Construction</b>	Construction Laborers	• Less than high school or HSD/GED
	Carpenters   Operating Engineers or Equipment Operators Electricians   Plumbers HVAC Mechanics & Installers Cement Masons and Concrete Finishers   Tapers   Roofers	• High school diploma or equivalent • Postsecondary training (non-degree) • Apprenticeship
	Truck drivers- heavy tractor and trailer	• Postsecondary training (non-degree)
<b>Transportation</b>	Diesel Mechanics	• Postsecondary training (non-degree)
	Cargo & Freight Agents   Dispatchers	• Bachelor's or Master's degree
<b>Natural Resources</b>	Wildland Firefighter   Engine Boss   Sawyer Wildland Fire Dispatcher   Emergency Medical Tech. Forest Conservation Worker Technician	• Less than high school • High school diploma or equivalent • Postsecondary training (non-degree)
	Forester	• Bachelor's or Master's degree
<b>Information Technology</b>	Software Developers - Applications & Systems Network & Computer System Administrators Computer Systems Analysts	• Less than high school • High school diploma or equivalent • Bachelor's degree

In addition to the industry or occupation specific skills associated with these occupations, employers have long sought a much higher level of competency in both basic academic skills (*e.g., workplace-based reading, writing, locating information skills assessed by the National Career Readiness Certificate*) and personal effectiveness skills (*e.g., soft skills such as interpersonal skills, integrity, professionalism, initiative, dependability & reliability, adaptability & flexibility, problem-solving, etc.*) . For more details see: [20200630 - Rogue Valley Presentation to WTDB Essential Employability Skills Task Force .pptx](#).

1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. [WIOA Sec. 108(b)(1)(C)]

Over the past year, as of November 2020, payroll employment in Jackson County fell by 3,980, a drop of 4.3%. Most industries continue to show over-the-year job losses with the exceptions being health care and social assistance (+330); and transportation, warehousing, and utilities (+60). In Josephine County total payroll employment fell by 1,310, a drop of 4.7%. OED projects total regional employment to grow modestly by 10,850 jobs between 2019 and 2029, with many job openings expected due to the need for replacement workers. These projections have also factored in a best available rough estimate on the impact from the COVID-19, although it's impossible to know the full impact to the region's economy and job market from the pandemic yet.

More detailed data on job losses and job growth projections by industry can be reviewed at the [Rogue Valley – Quality Info](#) website. By correlating our analysis of these detailed OED datasets with the on-the-ground intelligence regularly obtained from our region's industry sector leaders and training providers, RWP leaders are able to affirm our overarching strategy to build and fill the talent pipeline into our six targeted industry sectors. Strong job growth is expected in all six sectors. And with good employment options and career advancement available, the training opportunities our public-private partners can make available to the many laid-off workers, as well as to individuals with barriers to employment, presents a tremendous opportunity for these job/career-seekers to pivot into these high-demand sector jobs.

In addition, the education and skill levels detailed in section 1.2 show that there's a wide range of both entry and higher-level skill requirements need by employers. By "Blending, Braiding and Stacking" all available public workforce development funding, along with financial aid for post-secondary education, regional partners will be able to meet both entry, middle and high education level training requirements. In addition, we can make significant investments in individual job/career-seekers with significant employment barriers. And upon successful gaining employment, our partners can co-invest more training funds into post-employment Individual Training Accounts through the newly formed "Earn & Learn" program, to help entry-level workers progress in their career advancement.

At the total population level, the Rogue Valley's workforce seems to have sufficient education capacity for region's future occupational openings. There will always be mismatches between the labor supply and skills of the workforce, and what employers are seeking in the job market. One of the roles of the local workforce board is to work to reduce these gaps and labor market mismatches. We will do this through the strategies laid out in this plan.

The analysis of the available economic and labor market information provides a firm foundation from which RWP leaders have built the Strategies, Objectives and Key Results described in greater detail below. And while the COVID-19 pandemic and wildfire disaster have had profound negative impacts to our region's economy and workforce, it has also created a tremendous opportunity moment for our region to rise from the ashes of this economic and geographic devastation and build an even stronger demand-driven workforce and education system. The bottom line is that this economic and labor market data analysis informs, supports, and affirms our strategies and movement forward.

**1.4 An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training, and employment activities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(1)(D) & 108 (b)(7)]**

Adult and Dislocated Worker workforce development activities are provided by the core group of inter-organizational partners who manage the range of federal and state funded programs including: Title 1B and associated state funds, Title II – Adult Basic Skills / English as a Second Language, Title III Wagner-Peyser, State Employment Department Administration Fund (SEDAF), Re-Employment Services and Eligibility Assessments (RESEA), Title IV Vocational Rehabilitation, Title V Senior Community Service Employment Program, and DHS-

funded employment and training programs for individuals on public assistance (Temporary Assistance to Needy Families-JOBS, SNAP Employment & Training Program). Constituting the public workforce system, the shared objective of all these partners is to align these services to create a demand-driven workforce system that meets the talent and skill development needs of our region’s employers. These integrated services are provided at the two WorkSource Rogue Valley / American Job Centers (WSRV) in Medford and Grants Pass or are connected to these one-stop centers through technology-enhanced referral processes.

## A. Services Prescribed Under WIOA & WSO Oregon Operational Standards

- ▶ **Career Services** - provided at WSRV are compliant with three types of “career services”<sup>1</sup> described for under WIOA and the WorkSource Oregon Operational Standards: Basic Career Services, Individualized Career Services, and Follow-Up services; as well as a fourth category created in Oregon statewide – “Self-Directed Careers Services.” These services can be provided in any order and allow one-stop service delivery to be customized and customer-centric.
- ▶ **Training** - includes the use of Individual Training Accounts: Occupational Skills Training, two types of Worksite Training: Paid Internships (*aka: Work Experience*) and On-the-Job Training, Registered Apprenticeships, and Incumbent Worker Training. All training is focused particularly on the use of career pathways in the region’s targeted industry sectors. Non-Traditional Employment (WIOA 134(c)(3)(D)(i) is available. Occupational Skills Trainings are funded through an ITA and supported through a robust Eligible Training Provider List (ETPL), consisting of training providers with a proven capability of securing quality employment outcomes for participants. This includes:
  - Industry-recognized credentials (e.g., CNA, AWS, Certified Production Technician, etc.)
  - Non-credit training and certificates (e.g., Customized Training, Badges)
  - Credit certificates & degrees, including Rogue Community College Career Pathways certificates

## B. Reimagining WorkSource Rogue Valley in the Age of COVID-19

This initiative is being launched by partners to quickly pivot the WorkSource Rogue Valley (WSRV) one-stop centers into a service delivery model that can effectively meet the pressing needs of job and career-seekers impacted by COVID-19 and the 2020 wildfire disaster. More details of this plan can be found here: [Reimagining WSRV Customer Experience in Age of COVID.docx](#)

- ▶ **Virtual Service Delivery** - COVID-19 has closed the WSRV centers to the public. So, until they can reopen state-of-the-art virtual service delivery is needed immediately to fill the need. Partners are installing the use of [Podium](#) which can manage all customer contacts via phone calls, text, chats, and emails on a single online platform. In addition, partners will use the [My WorkSource](#) website to provide employment and careers services virtually. While every effort will be made to provide the full array of customary in-person services, due to the logistical limitations, all the services described below may not be available virtually during the course of the pandemic.
- ▶ **Career “Appetizer” / Career Exploration / Career Bridge Events** - are our next iteration of innovation to create easier “steppingstones” or “on-ramps” into entry-level jobs and their subsequent career pathway. Currently, there are limited options for a job/career-seeker in exploring occupational options. We will create a full array, for all six industry sectors, of short half, full-day or two-day “hands-on” experiential learning experiences to expose job/career-seekers to the actual work done by workers in the target occupations identified in section 1.2 above. These would then be followed up by slightly more intensive “hands-on” experiential learning classes to expose customers more deeply to the field. Our theory of change is that for many career-seekers, enrolling in a 7-week training for Certified Nurse Assistant or construction laborer, or even just one 11-week term class at Rogue Community College can be a big commitment step and significant leap of faith. Many have made the leap already, and many times it works out, but sometimes it doesn’t. So, by creating more “Career Appetizer” and Career Bridge activities, we hope to generate more exploratory interest and customer flow onto these trainings, jobs and career pathways.

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<sup>1</sup> [TEGL No. 3-15 Training and Employment Guidance for the Workforce Innovation and Opportunity Act](#), dated July 1, 2015.

- ▶ **Blending, Braiding & Stacking Program Funds to Launch & Advance Careers** - Program co-enrollment, training and support service investments will be “blended, braided, and stacked” together to create enhanced training, initial job placement, and subsequent advancement capacities for job/career-seekers. The “stacking” of training and support services funds from different programs creates the potential for significant total investments to be made in individual job/career-seekers who demonstrate the capacity to succeed in this highly supportive integrated program model. These co-investments can occur either concurrently or over an extended period of time, including after initial employment, thus creating an “Earn & Learn” strategy that creates true pathways to family wage jobs and self-sufficiency.

This service delivery re-design work will occur over both short and long-term timelines. Immediate efforts are being launched immediately to address those motivated customers who proactively seeking workforce and training services. Longer-term redesign efforts will also be launched in the coming months to establish new cross-agency referral protocols, standard operating processes/procedure, and staff training. As part of the region’s Local Leadership Team and One-Stop Operator Consortium partnership, a consultant with expertise in Human-Centered Designed, Lean, and Systems Thinking will be engaged to help WSRV staff, managers, and partners in this reimagining, reinvention, and redesign of the public workforce system.

Reimagining WorkSource Rogue Valley will also have a strong priority focus on addressing the issues of diversity, equity, and inclusion issues by uplifting those coming from intergenerational poverty, historically underrepresented/underserved populations, communities of color, etc. through participation in these highly integrated and supportive workforce development services.

- ▶ **“Earn & Learn”** - Upon successful gaining entry-level employment, our partners can continue to co-invest more training funds into post-employment Individual Training Accounts (ITA) through our newly formed “Earn & Learn” program, designed to help both entry-level and other incumbent workers make progress in their career advancement. We plan to have WSRV staff and partners maintain on-going, episodic coaching relationships with all the customers we serve. We want to have “Customers for Life,” by making the incumbent worker ITA training scholarship redeemable for up to 5 years after they’ve been “deposited.” (The word “deposited” is in quotes since these scholarship amounts will be accumulated in an ongoing spreadsheet, with the actual funding accessed at the time of redemption, subject to the availability of funding). And even this deadline could be extended if the career-seeker has extenuating circumstances. The goal is to incentivize on-going skill development, life-long learning, and the full fruition of career-seeker to their highest aspiration and potential. “Earn & Learn” training scholarships would be co-investments with employers (per WIOA regulations), either by using their existing employee tuition reimbursement programs (if they have one) or other negotiated agreements. Such co-investment agreements are already place with the Rogue Advanced Manufacturing Partnership and the Rogue Transportation & Logistics Partnership employers. We anticipate a mix of both state and federal Title IB, and possibly even some SNAP Employment and Training funds (for part-time employed SNAP recipients) being used to fund these on Earn & Learn inclement worker skills training.

With regards to compliance with 2 CFR 200.305, which requires minimal time between the transfer of funds from DOL (and HECC) and the disbursement of fund, we plan to comply with this requirement as follows:

- HECC makes payments to RWP on a cost-reimbursement basis on a for applicable state and Title IB funds, so that the use of advance payments is not an available option to us
- RWP has previously piloted a beta version of the Earn & Learn program with industry partners from Advanced Manufacturing and Healthcare. In this instance, employers identified the incumbent employees and trainings they wanted them to attend at Rogue Community College or at Pacific Healthcare Training. Enrollments, registration, and payments for these trainings were paid for directly by RWP to the training provider. Employers were then invoiced then required co-investment match (in this case 50%) and payments were made to RWP and accounted for as program income. We plan to use a similar system in scaling-up the Earn & Learn program, except with an additional role being played by WorkSource Rogue Valley staff in placing appropriate entry-level workers in new positions, and then working with them and their new employers to implement Earn & Learn.

- ▶ **Equity & Holistic Focus** - COVID-19 and wildfires have exacerbated the long-standing fault lines in our economic system, having disproportionately impacted low-wage workers, working single mothers, communities of color, those living in or at the edges of poverty, etc. Regional partners are laser-focused on addressing these deeply systemic issues of equity, diversity, and inclusion. The strategies described above are all explicitly geared to move the needle for our neighbors and community members who have been profoundly impacted by the 1-2 punch of these disasters, as well as other unemployed and underemployed Southern Oregonians seeking to improve their lives and fortunes.
- ▶ Regional partners are similarly focused on providing holistic supports for all job/career-seekers and their families. Our region’s Business-Education Partnership created an Essential Employability Skills Rubric. This rubric creates a highly-effective tool for students and job/career-seekers of all ages to self-assess and also garner feedback from teachers, counselors, Career Coaches and employers on the growth and development of the skills: Reliability, Collaboration, Communication, Respect, Professionalism, Attitude and Problem- Solving. It has now been rolled out to all the region’s K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our industry sector employers. And we anticipate launching a secure platform that will allow the student or adult job/career-seeker to have all these skills assessments done online, with automatic aggregation capacity and with the student/customer having 100% control on how has access to their “scores.” We also plan to link these efforts to the statewide rollout of the New World of Work badges.

We are also spearheading an innovative effort to provide unique and deeply impactful 1-on-1 Life Coaching, short online webinars, and highly interactive and more in-depth personal growth seminars for all WSRV customers. Some of these are specifically focused on supporting the development of the Essential Employability Skills. Others are focused on growing Social-Emotional Well-Being, Mindfulness, Emotional Intelligence and Self-Regulation skills. We’ve already received numerous life-changing success stories from WSRV or Department of Human Services TANF customers who have experienced profound growth in the Personal Effectiveness Skills. And regional partners have added this deeper foundational layer to the U.S Department of Labor – Competency Model (aka: Skills Pyramid).

Our goal is to integrate these supports into the customary WSRV services, not have them be a separate side dish offering that only some will access. And to scale adequate service capacity so that all WSRV customers have these services “baked-in” to their workforce development services. Regional partners were also asked to make a presentation on these efforts to Oregon’s Workforce & Talent Development Board’s - Essential Employability Skills Task Force in June 2020. This presentation with additional resource links can be seen by clicking here: [20200630 - Rogue Valley Presentation to WTDB Essential Employability Skills Task Force .pptx](#)

### C. Strengths & Weaknesses / Analysis of Adult & Dislocated Workers Services

Our assessment of the strengths and weaknesses of the career and training services describe above follows:

#### **Strengths / Assets**

- + Core WIOA-required partners have a shared vision for creating a seamless system that blends, braids, and stacks program funds, which integrates services and offers significantly improved training and career advancement opportunities for all job/career-seekers, especially those coming from intergenerational poverty, historically disadvantaged populations, etc.
- + Stackable training scholarships are being coupled with a similarly stackable and flexible levels of needs-based Support Services (*e.g., for child care or housing and transportation while in training*) - to provide these needed supports driven by the unique circumstances of the COVID-19 pandemic and the devastating impacts of the 2020 wildfire disaster on our region.
- + “Earn & Learn” strategy provides entry-level workers with ongoing scholarships in Individual Training Accounts, so as incumbent workers, they can significantly advance their careers.
- + Innovative and holistic focus to improve Personal Effectiveness Skills through 1-on-1 coaching or



webinars/seminars. Use of the region’s Essential Employability Skills Rubric and New World of Work badges are “baked-in” to the usual and customary array of workforce development services.

- + Strong focus to address Diversity, Equity, and Inclusion issues by uplifting those from intergenerational poverty, historically underrepresented/underserved populations, communities of color, etc. through these integrated and enhanced workforce development services.
- + Ability to offer “just in time” value-added services.
- + Access to labor market information and processes that require jobseekers and current workers to utilize it
- + Mechanisms in place for customer and staff feedback.
- + Foundational Skills Workshops Program that for individuals to gain skills and apply them on-the-job.
- + Customized training for individuals to learn on-the-job offers a unique solution for specific business needs
- + ETPL creates a standard for local training and sets up individuals who obtain the training for success
- + Incumbent Worker Training offers a competitive edge for businesses in the local economy to skill up their workforce which, in turn, creates career pathways progression, plus position vacancies.
- + Programs are demand-driven and designed around the region’s sector strategies and economic priorities.
- + Training investments target occupations with career pathways that result in sustained employment opportunities for customers and critical skills/talent assets for businesses.
- + An actively engaged, business-led Workforce Development Board that provides input on adult and dislocated programs to ensure continuous improvement as well as to maintain relevance to labor market needs.

### **Weakness / Limitations**

- Requirement of multiple data information systems to manage customer registration and information records is burdensome and highly inefficient.
- Lack of program budget/expenditure and performance information from WIOA-required partners severely limits our capacity to more effectively manage the disparate workforce programs as an integrated system.
- The intensive needs created by COVID-19 and the wildfire disaster puts pressure on workforce systems partners to adapt quickly to meet the needs of customers and the community. As these impacts continue to be experienced in the coming years of disaster recovery, the stress and strain on frontline staff and managers will also continue to be felt. The pace of needed change to reimagine WorkSource Rogue Valley services will add to this stress load. So, balancing the pace of change against the staff and leadership capacity to process this change will be a limiting factor in how quickly the reinvention of the shared vision for integrated services and enhanced career advancement capacities can actually take place.

**1.5 An analysis and description of youth workforce activities, including activities for youth with disabilities. Identify successful models and best practices, for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9)]**

The Rogue Workforce Partnership took advantage of the requirement to procure competitive bids for a service provider to revamp the WIOA Youth program starting in July 2020. RWP and regional partners are launching into this new program design with the understanding that the service delivery model and training capacities will change and grow over time. The focus of the Career Bridge model is career preparation and training leading to career track employment. A job is considered to be “career track” when it is part of an articulated career path providing opportunities to advance skills and increase earnings, and lead to family-sustaining wages. All [14 youth elements](#) are offered to youth who meet the eligibility requirements. This best practice model was share with us by our colleagues at WorkSystems, Inc., the Local Workforce Development Board for the Portland Metro region.

### Participant Flow

Participation in the Youth Workforce System is divided into three phases: Preparatory, Training, and Placement and Retention.

### Outreach & Recruitment

RWP works closely with our service provider, Project Youth+ (formerly College Dreams) and key partners to create clear

and collaborative mechanisms to target high priority youth to be served. Partners include:

- Foster Care - youth who are preparing to “age out” of the child welfare system
- Juvenile Justice – youth preparing to transition from detention to probation, on probation, or having been on probation in the past
- Homeless – youth being served by Maslow project and other homeless youth service providers
- Disabilities – youth working with Vocational Rehabilitation and other service providers
- Other – youth who meet WIOA eligibility criteria

### Preparatory

In the preparatory phase, youth work with a Career Coach to develop a career plan. The career plan outlines goals as well as services to help meet these goals. These services are provided within a framework based on the U.S. Department of Labor’s Competency Model, along with the additional building block layer added to the bottom of this skills pyramid of social/emotional well-being, personal effectiveness skills, mindfulness, grit, etc. (see section 1.4 above). Using this framework, preparatory services will be provided so that youth can build and demonstrate the essential competencies needed to be successful in their employment and careers.

Career Coaches may help youth find or retain a transitional job while they are in the program. At the end of the preparatory period, youth are required to demonstrate readiness for work and training through performance on designated assignments. The goal is for all youth to have a high school diploma or GED and an identified career interest by the end of the preparatory phase.

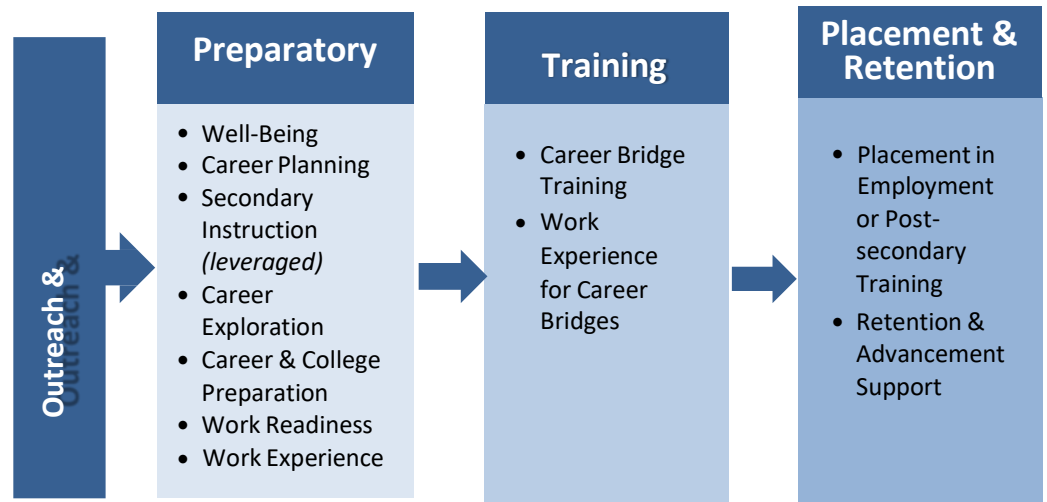
### Training

A Career Bridge is a training that includes classroom instruction in technical skills and an internship to practice these skills. Length of instruction ranges from 6-11 weeks depending on the industry. Successful Career Bridge completion results in an industry-recognized credential, opening access to entry-level positions in the industry. Career Bridge trainings are fully resourced by the WIOA 1B Youth Program. We expect at least 75 percent of youth enrolled will enter a Career Bridge training. Youth who do not select a Career Bridge may pursue employment, college, or other post-secondary training with support of their Career Coach.

### Placement and Retention

Career Coaches provide job search and placement assistance or post-secondary preparatory services until a participant finds employment or enters post-secondary training. Youth seeking employment can be co-enrolled in the WSRV Title IB Adult program. Career Coaches coordinate access to WorkSource services including NCRC testing and other skill validating tools to identify Youth as a work-ready job seeker. Once assessed as work-ready, Youth enter into a priority job matching talent pool. WSRV provides individualized placement services.

After placement in employment or further training, Career Coaches provide 1-year of follow-up services to each Youth. The goal of is to help participants succeed in training, retain employment, advance on the job, or move to a



new job with higher pay, better hours, or more benefits. Career Coaches schedule regular meetings/check-ins, and proactively engage with participants. Support services and other staff services may be provided as part of follow-up. Occupational skills training and work experience cannot be provided during the follow-up period.

### **Analysis of Youth Workforce Services**

The program model described above represent an innovative redesign of youth services. Extensive best practice downloading was done with the very generous WorkSystems, Inc. Youth program manager. And after adapting and customizing the model to meet our unique regional circumstances, an extensive program planning process was undertaken with all the key community partners who serve Opportunity Youth in our region, as part of our competitive recruitment process for selecting a WIOA Youth service provider. Project Youth+ was selected based on their extensive experience and capacity to serve Opportunity Youth. An additional set of bonus points in their selection was their existing partnership/contract with the Office of Vocational Rehabilitation serving youth with disabilities.

A big strength in this service delivery model is the seamlessness, commonality, and complementariness with the Adult and Dislocated Workers service delivery model. In fact, our Youth service provider is now working seamlessly with our WIOA Adult/Dislocated Workers service provider (Oregon Employment Department), and the blending, braiding and stacking of multiple program resources, plus co-enrollment into multiple programs for age eligible youth boost the capacity to accelerate the career development progress. By coupling the partnership between the Office of Vocational Rehabilitation and Project Youth+, with this equity and holistically focused integrated service delivery model, we expect improved outcomes to be generated for disabled, as well as other Opportunity Youth.

### **Section 2: Strategic Vision and Goals**

Please answer the questions in Section 2 in six (6) pages or less. Section 2 responses should be greatly influenced by the members of the local workforce development board and other community stakeholders. Include how your vision, goals, and strategic planning process may respond to significant changes in your local area due to major events (e.g., the COVID pandemic, etc.).

2.1 Provide the board’s vision and goals for its local workforce system in preparing an educated and skilled workforce in the local area, including goals for youth and individuals with barriers to employment. [WIOA Sec. 108(b)(1)(E)]

### **About Us**

The Rogue Workforce Partnership is a business-led coalition that works to strengthen the economy of the Rogue Valley. We catalyze and convene dynamic partnerships with business leaders, K-20 educators, workforce service providers, economic development, and other key community partners. Our focus is on building innovative solutions to address the workforce priorities and needs of employers, especially those in traded-sector industries that drive our region's economic growth. Working collaboratively across complex systems and institutional boundaries, we leverage and align resources to build the skills and talents of our region’s workforce, so local businesses and career seekers can succeed in the modern global economy.

### **Our Vision**

A strong regional economy and prosperous communities fueled by skilled workers, quality jobs, and thriving businesses.

### **Our Mission**

Create a demand-driven system that aligns the skills of workers to the needs of employers while improving career pathway accessibility.

## Our Promise to Southern Oregon

- A more highly-skilled workforce built through partnership
- Align education, training & job placement efforts to meet the unique needs of local businesses and citizens
- Create a demand-driven, skills-based, and integrated workforce delivery system focused on skills and talent development
- Accountability for results driven by the needs of business and the economy
- Strategic investments to increase Southern Oregon's economic competitiveness
- Evaluation and continuous improvement built upon what works

## Strategic Roadmap, Objectives & Key Results

The RWP's Strategic Roadmap includes the Objectives and Key Results listed below. A graphic display of this information can also be seen in [Attachment 2.1a](#). The objectives and key results framework we've created is based upon the bestselling book "Measure What Matters" by John Doerr. Norm Kester, President of Quantum Innovations and RWP Workforce Board member, brought this framework to us. He extolled its virtues as a tool that can align all work of individuals and teams within an organization or enterprise so that it's all focused on accomplishing the intended objectives. We have also then added an additional level of "strategies" and the continued use of a Strategic Roadmap tool / infographic to more completely describe the major buckets or focal points in work we are undertaking.

### Objectives

These two objectives are our "Big Hairy Audacious Goals" -- our true north guiding stars of how we want to accomplish our vision and mission. All of the subsequent subordinate strategies and key results drive to the attainment of to one or both of these objectives.

- ▶ **Sector businesses grow through a workforce aligned to meet their needs.**
- ▶ **The Rogue Valley will be a leader in the reduction of poverty in the state and nation.**

### Strategies

- ▶ **Targeted industry sector partnerships drive the work**  
*Industry leaders guide and direct system alignment efforts to create a demand-driven system.*
- ▶ **Reimagining Higher Education**  
*Creating a seamless K-20 education system aligned to meet regional industry workforce skills and demands.*
- ▶ **Reimagining WorkSource Rogue Valley**  
*Creating a seamless public workforce system aligned to meet regional industry workforce skills & demands.*
- ▶ **"Earn and Learn" Strategy for Skills & Career Advancement**  
*Entry-level and incumbent workers can progress up more robust career pathways through on-going scholarship "deposits" in their Individual Training Accounts.*
- ▶ **Big Data / Predictive Analytics**  
*Pilot initiative to mine cross-agency data, identify typologies and use predictive analytics to inform the delivery of more effective services that result in improved outcomes for different types of students, families, and customers.*
- ▶ **Equity & Holistic Focus**  
*Strong focus on serving underprivileged populations, individuals/families of intergenerational poverty, communities of color, etc. -- Plus, the innovative use of new services and tools to nurture the growth of personal effectiveness skills for all.*

## **Key Results**

Key Results are specific, quantifiable, and timebound. They include a built-in ambitious “stretch” goal, so that even if we only achieve 70% of the goal, it would be deemed a significant success. We will be resetting and/or reaffirming new Key Results every quarter for each inter-organizational team. So as progress is made every quarter in achieving Key Results, next level tasks are identified for action and continual progress will be made as we keep recalibrating our success measures. [Attachment 2.1b](#) provides an example of an Objective and Key Results spreadsheet, which also includes work plan level tasks, assignment, and timeframes.

2.2 Describe how the board’s vision and goals align with and/or supports the vision of the Oregon Workforce and Talent Development Board (WTDB):

The WTDB approved their [2020-2021 Strategic Plan](#) in September 2019.

**Vision:** Equitable Prosperity for All Oregonians

**Mission:** Advance Oregon through meaningful work, training, and education by empowering people and employers

RWP’s vision and goals are strongly aligned with the WTDB’s vision. Both organizations share a common vision of prosperity for all. In addition, RWP’s goals - embodied in its strategies, objectives, and key results - are very specifically geared to drive and actualize this common vision of shared prosperity. Through our focused work on building the skills, career pathways, and shared success of both workers and businesses, we will achieve both the RWP’s and WTDB’s common vision.

2.3 Describe how the board’s goals, strategies, programs, and projects align with and will contribute to achieving the WTDB’s Imperatives, Objectives, and Initiatives summarized below:

- Advancing equity and inclusion and connecting all of Oregon’s communities (tribal, rural, urban, and others);
- Working collaboratively and expanding workforce system partnerships, especially public-private partnerships;
- Acting on bold and innovative strategies that are focused on results;
- Aligning workforce system programs and services and investments;
- Increasing awareness, access, and utilization of workforce system programs and services;
- Understanding the true wages required for self-sufficiency and advocating solutions that address gaps;
- Increasing problem-solving and critical thinking skills in students, youth, and adults;
- Creating and recognizing industry-driven credentials of value including essential employability skills; and
- Increasing progress toward achieving Oregon’s Adult Attainment Goal.

RWP’s Strategies, Objectives, and Key Results align with and contribute to achieving the WTDB’s Imperatives, Objectives, and Initiatives in the following ways:

- ▶ All of RWP’s Strategies and Objectives work in concert to advance equity and inclusion. Our Strategies of “Equity and Holistic Focus” and “Big Data/Predictive Analytics” provide an especially strong lens and set of tools that we will use to address historically disparate career and life outcomes for discrete populations.
- ▶ All RWP Strategies, Objectives, and Key Results focus on collaboration, public-private partnerships, innovation, and systems alignment. These WTDB imperatives are shared by the RWP and are deeply embedded in our co-creative partnership DNA.
- ▶ We are strongly results-focused through the use of the Objectives and Key Results / Measure What Matters framework.
- ▶ Our Strategy of “Reimagining WorkSource Rogue Valley” is focused on increasing awareness, access, and utilization of our regional workforce system programs and services.

- ▶ Our Objectives on being “a leader in the reduction of poverty in the state and nation” incorporates the “understanding the true wages required for self-sufficiency and advocating solutions that address gaps.”
- ▶ Industry-driven credentials, essential employability skills, problem-solving/critical thinking skills, and making progress on Oregon’s Adult Attainment Goal are all embedded elements in our Strategies, Objectives, and Key Results. The strong focus on “hands-on,” experiential learning also supports this goal.
- ▶ The innovative Essential Employability Skills Rubric and Personal Effectiveness Skills work describe in section 1.4 also provide support for problem-solving / critical thinking skills.

2.4 Describe board actions to become and/or remain a high-performing board. These include, but are not limited to, four categories with accompanying indicators, based on national best practices and characteristics of high performing local boards. See Local Plan References and Resources. [WIOA Sec. 108(b)(18)]

- Data-driven Decision-making
  - ▶ The Board is positioned as the “go to” source for labor market information among community partners.
  - ▶ The Board utilizes the labor market intelligence provided by regional economists for decision making.
- Strategy
  - ▶ The Board monitors and updates a strategic plan.
  - ▶ The Board frames board meetings around strategic initiatives and utilizes a consent agenda.
- Partnerships and Investments
  - ▶ The Board collaborates regularly with core partners and organizations beyond the core partners.
  - ▶ The Board is business-driven and uses a sector-based approach to engage local employers.
- Programs
  - ▶ The Board promotes efforts to enhance provision of services to individuals with barriers to employment.
  - ▶ The Board has established policies, processes, criteria for issuing individual training accounts that aligns with its identified goals, strategies, and targeted industries

RWP’s actions to remain a high-performing board include the following:

*Data-Driven / Data-Informed Decision-Making*

- ▶ The Board continually maintains its position as the “go to” source for labor market information among community partners through its strong partnership and co-location with the Oregon Employment Department’s regional economist, who:
  - Provides regular quarterly presentations to the board on the labor market and economy, which are also videoed and posted on the RWP web page as a resource to all partners and the community.
  - Stays actively engaged with all Industry Sector Strategy groups to provide labor market information.
  - Participates as a key partner in the region’s Big Data / Predictive Analytics pilot initiative
  - Works closely in partnership with board staff in responding to inquiries from community partners, media outlets, etc.,
- ▶ The Board and Industry Sector Strategy leaders routinely incorporate this labor market intelligence into their decision-making.
- ▶ The Big Data / Predictive Analytics pilot initiative described in Section 2.1 is another cutting-edge strategic innovation spearheaded by the Board in collaboration with a broad array of community, state, and national partners. This initiative is focused on applying predictive analytic methodologies and algorithms to cross-agency data from K-20 education, the Oregon Department of Human Services, Oregon Health Authority, Oregon Employment Department, Oregon Department of Corrections, and other datasets to identify customer typologies and inform the design and delivery of more effective services that can result in improved outcomes for different types of students, families, and customers. Other key state and national partners include the [Oregon Business Council](#), [ECONorthwest](#), [Oregon Health Sciences University](#), and [Harvard University’s Opportunity Insights](#).

## Strategy

- ▶ The Board continually monitors and updates its Strategic Plan/Road Map, Objectives, and Key Results (described in Section 2.1). Measurable and timebound Objectives and Key Results are met, reviewed, and recalibrated quarterly.
- ▶ The Board also frames its quarterly meetings around the review and coordination of its Strategic Road Map, Objectives, and Key Results. It also utilizes a consent agenda to expedite key actions to allow sufficient time for strategic system alignment and implementation coordination.

## Partnerships and Investments

- ▶ The Board collaborates regularly with core partners and organizations beyond the core WIOA-required public workforce system partners. RWP has consistently erred on the side of partnership inclusion and the comprehensive alignment of the entire workforce and education systems. It has intentionally included robust Workforce Board representation from the K-20 education system, and is the only Board in Oregon that includes three regional K-12 school district superintendents, the Rogue Community College President, as well as Southern Oregon University's President and the Oregon Institute of Technology's Dean of Engineering, Technology and Management.

In addition, the Board is deeply committed to accomplishing its work within a framework that is holistic, family and community centered. We work continuously and proactively to collaborate with key community partners who provide the supports and services needed by working families and/or who serve families "upstream" along the talent pipeline. These include:

- **Libraries** - *have always been good partners, but with the COVID-19 and wildfire disasters we are doubling-down to deeply intensify our partnership with our community library systems to create greater access to workforce services for all community members. We anticipate that both library systems in our region will become affiliated WorkSource Oregon sites as part of this enhancement.*
  - **Southern Oregon Success** - *the region's "cradle to career" collaborative, which the RWP help launch*
  - **Childcare/Early Learning partners** – *with whom we've recently deepened our engagement to address the now severe shortage of childcare providers, slots, and workers due to COVID-19.*
  - **Housing** - *already in a crisis mode, the region's housing stock has now fallen deeper in the hole due to the September 2020 Alameda wildfire disaster in which 2,357 residential structures were destroyed; so we're working with all regional housing partners to create a plan to address this critical need.*
  - **Coordinated Care Organizations, Federal Qualified Health Centers, Community Action Agencies, Social Services/Community-Based Organizations** - *we're working intensively with all these partners to ensure that workforce development services are part of their full range of holistic services and supports for the individuals and families they serve. RWP is also spearheading a first-of-its-kind co-investment partnership with the CCO organization AllCare to provide SNAP Training and Employment Program services to their patients who are also receiving these Supplemental Nutrition Assistance Program (formerly known as Food Stamps) benefits.*
- ▶ As described in section 2.1, the Board is business-driven and uses a sector-based approach to engage local employers. In our prior Local Plan, in partnership with our region's economic development partners, we identified three industry sectors as our regional priorities: Advanced Manufacturing, Healthcare, and Information Technology/E-Commerce. At the behest of industry leaders, we added Transportation and Logistics. And in 2020, in direct response to the COVID-19 and wildfire disasters, we've added Construction and Natural Resources (encompassing Wildland Firefighting, Forestry & Eco-Stewardship). All these decisions have been made by our business-led Board and with strong engagement from these industry sector leaders. Our business-led industry Sectors groups are the "point of the spear" that leads all our subsequent workforce and education systems alignment work. Our mission and model for this best practice effort is inspired by

Harvard Business School professor Joseph Fuller’s call to create a “New Demand- Driven” solution to closing the skills gap.<sup>2</sup>

### Programs

- ▶ RWP enhances the provision of services to individuals with barriers to employment through its Strategic Road Map, Objectives, Key Results, and policies. Our “Equity and Holistic Focus” and “Big Data/Predictive Analytics” strategies provide a powerful lens and toolset that allows policy-makers, managers and front line workers/teachers in our partnership to apply barrier remediation strategies that work best for individuals, families and cohort populations with similar issues.
- ▶ RWP has also established policies, processes, and criteria for issuing individual training accounts that aligns with its identified goals, strategies, and targeted industries. In addition, its “Earn and Learn” strategy is specifically focused on helping entry -level and incumbent workers to access on-going skills training and pursue career advancement.

2.5 Describe how the board’s goals relate to the achievement of federal performance accountability measures. [WIOA Sec. 108(b)(1)(E)]

RWP’s goals, as outlined in 2.1 above, increase our region’s achievement of the federal performance accountability by building an educated and skilled workforce, including youth and individuals with barriers to employment, who will respond to local business demand and ultimately support regional economic growth and vitality. Our regional workforce coordination efforts, including One-Stop services, are delivered with the understanding that youth and adult job-seeking customers who receive services and appropriate training opportunities that help them to become job ready are better poised to enter and retain unsubsidized employment, be placed in employment, education or training (youth measure), increase their earnings, earn a credential, and have in-program skills gain toward a credential or employment. We make business-informed investments to ensure that the services we offer to customers will be relevant to our local employers as they make decisions about hiring, retention, and promotion. Our investment strategy is built upon the feedback we receive from representatives of local industries and sectors, who say they need a skilled workforce with soft skills, occupational training, and work ethic.

### **Section 3: Local Area Partnerships and Investment Strategies**

Please answer the questions in Section 3 in four (4) pages or less. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. Include how your partnerships and investment strategies may change/respond to significant changes in your local area due to major events (e.g., the COVID pandemic, etc.).

3.1 Taking into account the analysis in Section 1, describe the local board’s strategy to work with the organizations that carry out core programs to align resources in the local area, in support of the vision and goals described in Question 2.1. See Local Plan References and Resources. [WIOA Sec. 108(b)(1)(F)]

Our overarching strategy is to have our Sector Strategies efforts be the foundation for all our work. Building on these effective industry partnerships led by our RWP business leaders and grounded in the analysis in Section 1, we will then work to create alignment and innovation with all the workforce and K-20 education services in all the ways described in section 2.1. RWP staff convene and facilitate the leadership work groups described in Sections 3.2 and 3.3. to implement actions and activities to realize our regional goals and vision.

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<sup>2</sup> See: [Harvard Business School – Joseph B. Fuller](#) and Fuller, Joseph B., Robert G. Sheets, and Jason A. Tyszko. "[Managing the Talent Pipeline: A New Approach to Closing the Skills Gap](#)." Report, U.S. Chamber of Commerce Foundation, 2014



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3.2 Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006. See Local Plan References and Resources. [WIOA Sec. 108(b)(2)]

Partners and programs in the local workforce development system include:

Partners	Programs
Easter Seals	WIOA Title V - Senior Community Service Employment Program Homeless Veterans Reintegration Program Senior Community Service Employment Program
Equus Workforce Solutions ( <i>formerly ResCare</i> )	Contracted service provider for ODHS TANF-JOBs program
Housing Authority of Jackson County	Employment and training activities carried out under the Department of Housing and Urban Development
Job Corp	WIOA Title I – Job Corps
Options for Southern Oregon	Supported Employment Programs for people who have a mental illness
Oregon Bureau of Labor and Industries	Apprenticeship & Training
Oregon Commission for the Blind	WIOA Title IV - Vocational Rehabilitation Employment Support for People with Vision Loss
Oregon Department of Human Services • Self-Sufficiency • Office of Vocational Rehabilitation Services	TANF, SNAP, Employment Related Day Care WIOA Title IV - Vocational Rehabilitation
Oregon Employment Department	Title I – Adult & Dislocated Workers, WIOA Title III/Wagner-Peyser, SNAP Employment & Training Program, Trade Adjustment Act, Migrant & Seasonal Farmworkers Program, Jobs for Veterans Program, State Employment Department Administrative Funds (SEDAF), Programs authorized under State unemployment compensation laws, Re-Employment and Eligibility Assessment (RESEA), SNAP Employment & Training Program
Oregon Human Development Corporation	WIOA Title I (Section 167) - National Farmworker Jobs Program (a nationally directed, locally administered program of services for migrant and seasonal farmworker programs)
Project Youth Plus ( <i>formerly College Dreams</i> )	WIOA Title IB - Youth
Rogue Community College	Title II/Adult Education & Literacy, CTE-Perkins, Workforce Training, Apprenticeship Programs
Southern Oregon Goodwill Industries	Job Placement and Career Advancement programs designed to help participants gain employment quickly and engage in skill building to support increased earning potential and career advancement.
Southern Oregon University	Continuing Education
U.S. Department of Veteran Affairs- Southern Oregon Rehabilitation Center and Clinics	Veterans Employment Program

3.3 Describe efforts to work with partners identified in 3.2 to support alignment of service provision to contribute to the achievement of WTDB’s goals and strategies. See Local Plan References and Resources. [WIOA Sec. 108(b)(2)]

RWP staff convene the following monthly and quarterly meetings to align, coordinate, evaluate, and improve the overall effectiveness of the workforce system. All of the partners listed in Section 3.2 have participated in the process of defining and developing RWP’s strategic goals and strategies and will continue to participate in identifying specific tasks and deliverables.

- ▶ **Local Leadership Team** - This team meets monthly and consists of the lead program managers from Title I Adult, Dislocated Worker, and Youth Services, Title II –Adult Basic Skills, Title III Wagner-Peyser Employment Services, Title IV Vocational Rehabilitation Division and Oregon Commission for the Blind and Oregon Department of Human Services – Self-Sufficiency (TANF, SNAP, ERDC). The focus of this group is to coordinate on the management of WorkSource Rogue Valley and to align resources and coordinate the joint execution of our strategies and activities to achieve our vision and goals.
- ▶ **Other WIOA-Required Partners** - These partners are engaged on an as needed basis to support alignment of service delivery.
- ▶ **Sector Strategies Industry Groups** - Industry sector groups meet quarterly, monthly, or as needed. In addition to the industry leaders who are at the core of the group, workforce and K-20 education partners also actively participate to align their services to meet workforce demands. These partners include CTE/Perkins programs at Rogue Community College, as well as Apprenticeship program partners from RCC, and the Joint Apprenticeship Training Center of the International Brotherhood of Electrical Workers, and Plumbers and Steamfitters Local 290.

3.4 Describe strategies to implement the WorkSource Oregon Operational Standards, maximizing coordination of services provided by Oregon Employment Department and the local board’s contracted service providers in order to improve services and avoid duplication. See Local Plan References and Resources. [WIOA Sec. 108(b)(12)]

The Oregon Employment Department was selected as the RWP’s contracted services provider for Title IB Adult/Dislocated Workers and state general fund programs effective July 2020. Coordination of services is achieved through this structure and the management of all OED program services and board contracted services by a single OED regional management team.

3.5 Identify how the local board will carry out a review of local applications submitted under WIOA Title II Adult Education and Literacy, consistent with the local plan and state provided criteria. See Local Plan References and Resources. [WIOA Sec. 108(b)(13)]

RWP will follow the guidance provided by the Higher Education Coordinating Commission in reviewing applications for Adult Education and Literacy Providers. Local applications will be reviewed in this process to ensure that the applications are aligned with the Strategic Road Map, Objectives and Key Results of the Workforce Board. RWP may use a board advisory work group, checklists, or scoring matrices to aid in this process for a timely decision-making process.

3.6 Describe efforts to support and/or promote entrepreneurial skills training and microenterprise services, in coordination with economic development and other partners. [WIOA Sec. 108(b)(5)]

The capacity for entrepreneurial skills training is through the following partners. The Oregon Employment Department’s Self-Assistance Program is widely promoted by WorkSource Rogue Valley staff. In addition, customers are referred to the Small Business Development Centers at Rogue Community College or Southern Oregon University. No microenterprise services are available at this time in the region.

3.7 Describe how the local board coordinates education and workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(10)]

In addition to the response in Section 3.1, RWP also convenes or participates in these other meetings with secondary and postsecondary education partners to coordinate education and workforce investment activities.

- ▶ **Sector Strategies Industry Groups** – Industry Sector groups meet quarterly, monthly, or as needed and include secondary and post-secondary education partners to align their services to meet workforce demands. RWP also convenes additional meetings with K-20 education partners as-needed to coordinate education and workforce investment activities.

- ▶ **Reimagining Higher Education**

The Southern Oregon Education Leadership Council formed in the summer of 2020 to launch the Reimagining Higher Education strategy and ensure that the region’s educational efforts are aligned with workforce needs, serve all learners and employers, and use resources efficiently. The group was initially convened by Representative Pam Marsh and includes: Linda Schott, President - Southern Oregon University; Cathy Kemper-Pelle, President – Rogue Community College; Bret Champion, Superintendent – Medford School District; Kirk Kolb, Superintendent – Grants Pass School District; Scott Beveridge, Superintendent – Southern Oregon Educational School District; Jim Fong, Executive Director – Rogue Workforce Partnership; and other key leaders from these educational institutions. This group’s work includes the development of:

- A “college and career access network” that will guide all learners in this region as they achieve their education and career goals
- Career “pathways” and “meta-majors” that will enable learners to move seamlessly and efficiently from high school to post-secondary education and employment – and ensure that they have the skills needed to succeed all along the way
- Guaranteed admission to RCC and SOU for all students graduating from regional, accredited high schools with a GPA of 2.75 or higher
- Common course numbering for RCC and SOU general education courses and a reverse transfer option – enabling credits earned at either institution to be applied toward programs at the other – to ensure a seamless transfer between institutions
- Improved communications to help high school students and their families better understand how to get the most out of “dual credit” courses and federal financial aid
- Short-term credentials such as badges and certificates that are aligned with workforce needs and may be “stacked” toward the attainment of two- or four-year degrees, if desired

This work will also be strongly linked to employers with high-wage/ high-demand jobs and career paths in key industry sectors of the Rogue Valley, including our target industry sectors of Advanced Manufacturing, Healthcare/Behavioral Health, Information Technology, Construction, Transportation/Logistics and Natural Resources.

3.8 Describe efforts to coordinate supportive services provided through workforce investment activities in the local area, including facilitating transportation for customers. [WIOA Sec. 108(b)(11)]

Supportive services, including transportation, childcare, and housing supports are coordinated through integrated program delivery, coordination & collaboration. As described in Section 1.3, our region benefits from a high level of service integration between all the various public workforce system programs provided at the WorkSource Rogue Valley Centers. The “stacking” of training and support service funds through as-needed cross-program co-enrollment is done by staff and managers at the WSRV One-Stop Centers through established program funding criteria and protocols that provide for maximum flexibility, career advancement co-investments and success. All public workforce system partners work actively to coordinate supportive services and transportation for shared customers. With the COVID-19 and wildfire disasters, Disaster Dislocated Worker Grants are coupled with Title IB and SNAP Employment & Training Program funds to provide resources enhanced support service payments to address the unique disaster-related needs of job/career-seekers.

Programs directly funded by the RWP must follow the Supportive Services Policy of the local board ([see Attachment 3.8](#)). Training and best practice sharing for frontline staff is routinely provided to ensure effective coordination of resources.

3.9 Based on the analysis described in Section 1.1-1.3, identify the populations that the local area plans to focus its efforts and resources on, also known as targeted populations.

Workforce development services will be provided to all those in search of a job, a better job, a better career, and/or greater career success and fulfillment in life. By blending, braiding and stacking the collective resources of all public workforce programs, and coupling them with student financial aid, private sector and philanthropic funds – we can serve the wide range of students, youth and job/career-seekers from all walks of life.

In addition to this broader service population, other targeted populations include:

- Workers impacted by COVID-19 and the wildfire disaster, including Unemployment Insurance claimants
- Priority of service to recipients of public assistance, other low-income individuals, and individuals who are skills deficient - as outlined in WIOA sec. 134(c)(3)(E). The TANF-JOBS and SNAP Employment and Training
- Priority of service to Veterans and their spouses (per WIOA)
- People with disabilities
- Individuals with criminal records
- Youth –Title IB eligible, youth aging out of Foster Care, and other high school aged youth

3.10 Based on the analysis described Section 1, identify all industries where a sector partnership(s) is currently being convened in the local area or there will be an attempt to convene a sector partnership and the timeframe. Identify whether or not the Next Gen model is being used for each sector partnership. If the Next Gen model is not being used, describe why it is not being used.

Industry Sector partnership meetings are being currently being convened for Advanced Manufacturing, Healthcare, Information Technology, Transportation and Logistics, Construction and Natural Resources (encompassing Wildland Firefighting, Forestry & Eco-Stewardship). During the timeframe of this Local Plan, an additional sector that may merit convening would be the Hemp industry. This determination will be made in the future based on additional labor market and economic research/analysis. All industry sector groups are convened using the Next Generation Sector Partnerships model.

3.11 Based on the analysis described Section 1, describe the local investment strategy toward targeted sectors strategies identified in 3.10 and targeted populations identified in 3.9.

The local investment strategy for targeted industry sector is consistent across all sectors. The common objectives are to fill the talent pipeline by increasing the number of skilled job applicants from the Rogue Valley to fill industry demand needs, and to build/expand the career exploration and training capacity needed. Public and private co-investments are therefore focused on training (both worksite and classroom based), support services, and capacity-building. See section 1.4 for description of these services.

3.12 Identify and describe the strategies and services that are and/or will be used to:

- A. Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs in addition to targeted sector strategies
- B. Support a local workforce development system described in 3.2 that meets the needs of businesses
- C. Better coordinate workforce development programs with economic development partners and programs
- D. Strengthen linkages between the one-stop delivery system and unemployment insurance programs

This may include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1. [WIOA Sec. 108(b)(4)(A&B)]

## A. Employer Engagement

- The WSRV Business Service Team continually engages employers in workforce development programs.
- As described in Section 3.10 and 3.11, RWP business leaders and staff are engaged in sector strategy efforts with targeted industry employers to engage them in workforce development programs
- With the COVID-19 crisis, a regional Joint Business Services Team was also convened that includes regular participation from economic development partners (Business Oregon / Regional Solutions and Southern Oregon Regional Economic Development, Inc.), Small Business Development Centers (RCC & SOU), WorkSource Rogue Valley, Southern Oregon University's Career Services and Professional Development, and Rogue Community College's CTE programs. This team created a [Rogue Business](#) website and [Rogue Business Connections LinkedIn](#) page to provide streamlined information sharing and resources to businesses. In addition, the contact list for each of these organizations are routinely leveraged to create a much broader business outreach capacity than any one organization can muster. This unified communications strategy leverages even greater business engagement with our workforce, education, and economic development partners.
- Our combined RWP and WSRV business services team also works with groups such as the Chambers of Commerce, Society of Human Resource Managers, and Rotary to coordinate shared events and activities to engage all employers in workforce development programs.

## B. Workforce Development System that Meets Business Needs

The efforts described in Section A above and Section 3.10 and 3.11 are all designed to create a workforce development system that meets the needs of business. RWP business leaders have spearheaded efforts to create a more seamless partnership between industry, K-20 education, and the workforce system.

## C. Economic Development

The workforce and economic development partners in our region work in close collaboration and partnership. Business Oregon and the Governor's Regional Solutions Team are co-located with RWP. And all economic development partners including SOREDI regularly coordinate on shared work.

## D. Strengthen Linkage between One-Stop System & UI programs

OED staff are the majority of staff in the WSRV centers and work closely with their colleagues in the Unemployment Insurance program to strengthen the links between these programs. This has been especially the case with COVID-19 and the overwhelming flood of UI clients needing support.

3.13 Does the local board currently leverage or have oversight of funding outside of WIOA Title I funding and state general funds to support the local workforce development system? Briefly describe the funding and how it will impact the local system. If the local board does not currently have oversight of additional funding, does it have future plans to pursue them?

RWP has a minimal level of oversight of funding outside of Title IB and state general funds. While we have an excellent partnership with local state agency leaders, we have had only limited success in gaining access to needed oversight information, including budget and expenditure data, workforce services contracts and performance and demographic data.

Funding for the local system comes from and is administered by the array of WIOA required partners listed in section 3.2. Since the current structure of this local public workforce system is managed through these program management organizational silos predominantly with dictates from central offices in Salem, it requires tremendous effort by RWP staff to weave together these separate strands into a unified system.

The RWP is a strong advocate for integrated oversight and administration in these workforce programs. We, as well as the U.S. Department of Labor, have long advocated that Oregon adopt a more fully integrated workforce system approach such as those found in Texas and Florida. We will continue to advocate, along with other our other local Workforce Boards in Oregon, for the Governor, Legislature, and state agency leaders to pursue such oversight integration and administrative streamlining. In the meantime, RWP will continue to follow-up with local

partners to gain routine access to regional budget/expenditure, performance data, etc. In the time period of this Local Plan, these oversight efforts will be more rigorously focused upon in order to identify system gaps and to coordinate, leverage and align resources to create a more seamless service delivery experience for common customers.

#### **Section 4: Program Design and Evaluation**

Please answer the following questions in Section 4 in five (5) pages or less. Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board and partners. Include how your program design may change in response to recent major events (e.g., the COVID pandemic, etc.) in your local area.

4.1 Describe how the local board, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. [WIOA Sec. 108(b)(3)]

RWP will expand access by deploying resources for eligible individuals, particularly targeted populations, as described in 3.9. Additionally, we have strong partnerships in our region and blend, braid, and stack all the program funds describe in Section 1.4 as much as possible to assist customers with education and training costs. Furthermore, as part of Career Services options, RWP has contracted with Evolutionary Consulting for virtual workshops in Essential Employability Skills; Problem Solving; Collaboration and Communications; Mindfulness; and One-on-One coaching. Additionally, RWP has also contracted with the WINGS Seminars to deliver personal effectiveness workshops. We have learned that most people, especially those with barriers to employment, are not successful on the job even though they have the technical skills, because they are lacking the personal effectiveness skills necessary in order to succeed. This strong equity and holistic focus will be a driving force for regional partners as we work to expand access to workforce services, particularly for those individuals with barriers to employment.

The Youth Needing Additional Assistance policy is another way RWP expands access to WIOA services. In addition to meeting the low income criteria, up to 5% of youth may qualify under one of the five criteria listed below: 1) Addiction; 2) Limited or no work history; 3) Lack of Parental Involvement; 4) Limited School Attendance; 5) Loss of Caregiver.

4.2 Describe how the local board will facilitate the development of career pathways, consistent with the Career Pathways Definitions. See Local Plan References and Resources. [WIOA Sec. 108(b)(3)]

RWP continues to work closely with K-20 education, local business, and sector leaders to expand upon the current on-the-job training, internships, apprenticeships, industry recognized credentials, credit and non-credit degrees, and certificate opportunities already in existence in our region. It is through these deliberate, concentrated efforts that we continue to clearly articulate local Career Pathways for our region that support employer demand and local labor market projections and help inform post-secondary service providers to align education and training programs with the skill needs for our area.

4.3 Describe how the local board will utilize co-enrollment, as appropriate, in core programs to maximize efficiencies and use of resources. [WIOA Sec. 108(b)(3)]

Individuals accessing services at WorkSource Rogue Valley are co-enrolled in employment and training services as needed and appropriate. Staff are cross trained in multiple program streams to understand the delivery of comprehensive workforce services in an effort to maximize efficiencies and the use of resources.

A funding matrix has been created as a tool for managers and staff to use, with the goal of maximizing efficiencies, coordination, and the use of resources. The matrix is an ever-changing, “live document” that unpacks the following:

1. Specific program funding stream limits and priorities for expending funds
2. Eligibility perimeters and fund definitions

3. Opportunities for co-enrollment
4. Limitations to be aware of

Interactive trainings for WSRV staff will be held on an intermittent basis (as needed) to provide support in understanding the purpose and benefits of co-enrollment, increasing cost efficiencies for serving customers, as well as to review overall performance outcomes.

As of September 21, 2020, the Employment and Training Administration of the Department of Labor expanded protection and support of U.S. workers adversely impacted by foreign trade. The final rule requires states to co-enroll all Trade Adjustment Assistance for Workers customers into the WIOA dislocated worker program. Workers may choose to decline WIOA enrollment.

4.4 Describe one-stop delivery system in the local area, consistent with the One-Stop Center Definitions including:

- A. The local board’s efforts to ensure the continuous improvement of eligible providers of services, including contracted services providers and providers on the eligible training provider list, through the system and ensure that such providers meet the employment needs of local employers, and workers and jobseekers. [WIOA Sec. 108(b)(6)(A)]

Given the RWP’s active convening role in our region’s sector strategies and related workforce and education alignment efforts, there is ample opportunity to collect feedback directly from business leaders regarding whether the eligible training providers meet the needs of the local business community. As such, the Board is able to provide this feedback directly to the local training providers and will often invite the training provider to a strategy session. Past sessions have been focused on improving the quality (or expanding the opportunities) for education and training in high-demand occupations found in growing industries.

The Rogue Workforce Partnership has also implemented a strategy for evaluating the effectiveness of the trainings provided by eligible providers (and accessed by jobseekers and current workers) by building criteria into the performance measures for the board’s contracted service provider. The metric is specifically focused on the effectiveness of the training that the customer receives on an ITA as evidenced by whether the customer gained employment in an occupation consistent with the training that they received.

The WIOA requirement that all Eligible Training Providers renew their applications to maintain their position on Oregon’s list creates a great opportunity to communicate and collaborate with current training providers. The Rogue Workforce Partnership is capitalizing on this chance to connect with providers to promote continuous improvement and enhance the availability and promotion of such trainings as well as their articulation to the workforce.

B. How the local board will facilitate access to services provided through the one-stop delivery system in remote areas, through the use of technology, and through other means. [WIOA Sec. 108(b)(6)(B)]

The Board facilitates access to services in remote area through the following:

- ▶ **New Web-Based Technology Platforms** - Due to the COVID-19 pandemic, RWP and WSRV have launched a new initiative called [Reimagining WorkSource Rogue Valley in the Age of COVID-19](#) (← *click the link to read the full document*). This involves installing new technology capacity to serve customers even as the WorkSource Rogue Valley center are still closed to the public, including an integrated web-based platform called [Podium](#) for communicating with customers via phone calls, texts, chats or email, as well as the new [My WorkSource](#) website for online service delivery.
- ▶ **Even before COVID-19** required the closing of Job Service Centers, WSRV partners created a self-guided PowerPoint presentation called “[Introduction to Workforce Services.](#)” This presentation allows customers to review the services offered through WSRV at their own pace. Often there is so much information coming at a new customer it is hard to absorb it all. The self-guided presentation allows people to take their time, review the options as many times as needed, and more confidently request the services they need or are of interest on a checklist provided with the presentation.

- ▶ **Partnering with Libraries to Serve Remote Areas** - We are also engaging our two county’s library systems to find ways to expand access through their internet access capacities in all their branches, especially in remote areas.
- ▶ **Providing Laptops for Customers** - In addition, both the SNAP Employment and Training and Title IB programs are purchasing refurbished laptops through [FreeGeek](#) along with software and internet access to provide to WSRV customers who have demonstrated needs with the technology needed to access online workforce and training services.
- ▶ **Partnering to Expand Broadband Access to Remote Area** – the Board is also actively engaged with other regional partners (state legislators, Regional Solutions, school districts, libraries, etc.) to find ways to expand broadband capacity in unserved rural areas. Multiple exploratory conversations have taken place with broadband experts and both short and long-term efforts are underway to address this digital divide.

C. How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. See Local Plan References and Resources. [WIOA Sec. 108(b)(6)(C)]

A local representative from Vocational Rehabilitation is in the region’s WorkSource Rogue Valley Centers once a week to work closely with the Career Coaches and meet customers on site as well. We value the partnership that is producing successful paths to employment for customers who are appropriate for referrals.

Below is a list of required training and resources through RWP’s WIOA 1B service provider, Oregon Employment Department (OED):

- OED-HR-ADA Reasonable Accommodations Required Training
- OED-Equity and Inclusion – Disability Awareness
- OED-Equity and Inclusion – Providing Services to Customers with Disabilities
- OED-Equity and Inclusion – Communicating with Customers with Disabilities
- DHS Civil Rights Training
- A designated staff member in each office has completed Universal ADA Navigator training
- Partnership with Vocational Rehabilitation counselors to support customers and continue to evaluate accommodation needs (i.e., services, employment)
- Centers follow all ADA guidelines and have completed ADA Compliance Inspections with OED/HECC in July 2017. Signage is posted.
- Intranet access to Universal Access Tools
  - ▶ Language Assistance Line – Lionbridge Technology and Effectiff
  - ▶ Requesting on-site Interpreter, including ASL
  - ▶ Video Interpretation Services
  - ▶ Additional ADA Resources
- Resource Rooms have an ADA station for wheelchair access and computer program JAWS – we are working on the station in Medford with the furniture changes that will include station with sit/stand/wheelchair accessible station. We have access to JAWS, Job Access With Speech, is the world’s most popular screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output for the most popular computer applications. I am checking on the keyboard with larger keys. I sent an email to Eric to see if we have these available or if I need to order
- We have Teresa Rainey as our Equity & Inclusion Officer
- Designated Equal Opportunity Officer is Eric Villegas, in partnership with Sherri Emitte (local EEO)



**D. Describe the roles and resource contributions of the one-stop partners by providing a summary of the area’s memorandum of understanding (and resource sharing agreements if such documents are used). [WIOA Sec. 108(b)(6)(D)]**

The MOU agreements on roles and responsibilities reflect our current evolving progress towards a more aligned and fully integrated system. A key component would include using the WorkSource Rogue Valley Centers as the foundational base for an integrated, seamless service delivery system, allowing/encouraging other workforce system partners to refer customers to these services and add specific program/service enhancements (e.g., case managements, support services, enhanced training investments, etc.) through a collaborative and integrated program design / management process. Both the Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA) are updated as required.

- Per WIOA requirements, the MOU includes provision for all required partners to provide access to their services at the WSRV One-Stop Centers through either co-location, paying other partner staff to provide this access, or through technology enhance referrals. The roles and responsibilities of the required partners may be seen in paragraphs IV and V of the MOU linked [here](#).
- The MOU also provides for a consortium One-Stop Operator which focuses aligning service delivery and conducting common staff trainings, working together data sharing and customer tracking, performance reporting, integrated data system, common branding, universal access, priority access for individuals with barriers to employment, and a strong focus on equity, diversity, and inclusion.
- The IFA (linked [here](#)) provides for the appropriate cost sharing of agreed upon career services and infrastructure.

**E. Describe how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for core programs and programs carried out by one-stop partners [WIOA Sec. 108(b)(21)]**

WorkSource Rogue Valley uses a technology-enabled enrollment system. Through the state-developed WorkSource Oregon Management Information System (WOMIS), various program eligibility can be determined. This information is then auto populated into the IMatch and I-Trac system, which documents and v e r i f i e s eligibility for WIOA funding streams and discretionary grants. One-Stop partners are able to access WOMIS, I - Trac, and IMatch to effectively serve individuals. Beyond the current intake information system that that has been in place since 2008 and that provides for appropriate cross-enrollments for Title IB and Title III customers, there has been little, if any, headway made by state agency core program partners to create a more integrated technology-enabled intake and case management information system. Despite multiple efforts, Local Workforce Development Boards have had insufficient authority or leverage with these state agency partners or the prior Oregon State Workforce Investment Board to generate any positive movement forward.

Recently with the remote access realities imposed by COVID-19, our region is spearheading a regional and statewide coordinated effort to pilot the use of Podium – an interactive management technology platform that allows for an all-in-one customer communication via phone, email, text, webchat, etc. from one central dashboard with an inbox. In rolling out the use of this technology platform in the coming months and years, we plan to engage all of our region’s core workforce program partners in its use. We anticipate this platform will allow for the WIOA-required technology-enhanced referrals for non-located partners, and that it will allow for easy on-going cross-communication and integrated career coaching / case management. So, instead of trying to get our many disparate state and local partners to try to build a single integrated intake and case management system, we are creating a network-based model that links the most needed referral and case management communications functions through this common platform. We also plan make it available to other key partners such as libraries, social service agencies, community corrections agencies, etc.

4.5 Consistent with the Guidance Letter on Minimum Training Expenditures, describe how the board plans to implement the occupational skill development expenditure minimum.

Clearly state whether the local board will:

A. Expend a minimum 25% of WIOA funding under the local board’s direct control on occupational skill development.

OR

B. Use an alternative formula that includes other income beyond WIOA funding to meet the minimum 25% expenditure minimum. Provide a description of other income it would like to include in calculating the expenditure minimum.

RWP will use Option A . We will structure our service provider contract so that the contractual budgeted amounts will meet this 25% minimum expenditure requirement. RWP will also meet monthly with the service provider to review and monitor training expenditures to ensure the 25% minimum training expenditure is met.

4.6 Describe the policy, process, and criteria for issuing individual training accounts (ITAs) including any limitations on ITA amounts. [WIOA Sec. 108(b)(19)]

Please see the Rogue Workforce Partnership’s [Individual Training Account Policy \(Attachment #4.6\)](#) for more information regarding the process and required criteria.

4.7 If training contracts are used, describe processes utilized by the local board to ensure customer choice in the selection of training programs, regardless of how the training services are to be provided. See Local Plan References and Resources. [WIOA Sec. 108(b)(19)]

Most customers who pursue training complete the Foundational Skills Workshops (FSW), and all customers complete an Individualized Employment Plan (IEP) in consultation with a Career Coach. During the FSW, all customers complete “Training Options,” a workshop designed for customers to think through the return on investment for the training path that they wish to pursue, as well as to become aware of the training providers who are on the local Eligible Training Provider List and resources (beyond WIOA) that can support their employment goals. On-the-Job Training, , Transitional Jobs, and Incumbent Worker Training contracts are supported locally. Please see the Rogue Workforce Partnership’s, [On-the-Job Training \(Attachment #4.7b\)](#), [Transitional Jobs \(Attachment 4.7d\)](#) and [Incumbent Worker Training \(Attachment #4.7c\)](#)

Policies for more information regarding the process and required criteria.

4.8 Describe process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. [WIOA Sec. 134(c)(3)(G)(iii)]

Our region’s industry sector partners prioritize the training investments made. See Elements 1.2 - 1.2 for a discussion of in-demand industry sectors as defined by RWP’s board. Additionally, RWP training policies also specify a preference to fund training for in-demand sectors or occupations. Please see the Rogue Workforce Partnership’s [Individual Training Account \(Attachment #4.7a\)](#) , On-the-Job [Training \(Attachment #4.7b\)](#), and Incumbent Worker Training Policies [\(Attachment #4.7c\)](#) for more information.

4.9 Describe how rapid response activities are coordinated and carried out in the local area. See Local Plan References and Resources. [WIOA Sec. 108(b)(8)]

The Local Workforce Board acts as a conduit for businesses and funding sources for businesses that find themselves in need of Rapid Response activities. As part of the WIOA program contract, the Board has contracted for rapid response from the current program provider. Rapid response is a service delivered to Rogue Valley businesses that have provided notification of a lay-off or closure. Services vary depending on the type of lay-off, the number of individuals affected, and the time made available to deliver services. Because of the COVID-19 pandemic, the services and process listed below are provided virtually through a weekly Rapid Response Zoom

session. Sessions for individual companies are still provided upon request of the employer. Videos of the virtual Rapid Response sessions are also available on RWP’s website in both English and Spanish.

The Rapid Response Team consists of:

- Service provider Rapid Response Coordinator (or designee)
- DW Liaison (Local Board Staff)
- Oregon Employment Department representatives, including UI, TAA and Veteran representatives
- State Labor Liaison (if applicable)
- Oregon Department of Humans Services
- Local community college representation 26
- Healthcare Marketplace
- Consumer Credit Counseling

4.10 Describe the design framework for youth programs utilized by the local board, and how the required 14 program elements are to be made available within that framework.

All 14 services are made available through the Title IB Youth service provider, Project Youth Plus (PYP), their network of partners, and knowledge of community resources.

**Tutoring, Study Skills Training, Instruction, and Dropout Prevention:** PYP provides tutoring and study skills training at school sites for our youth as well as in individualized settings as needed. They partner to facilitate access to GED services with Rogue Community College, REACH Charter School, Goodwill Industries, and Armadillo Technical Institute.

**Alternative Secondary School and Dropout Recovery Services:** As listed above, PYP offers a variety of options for youth to reengage in secondary school. Their extensive understanding of the alternative education resources provided through each local school district has allowed us to also coach youth to reengage into public or charter school, if applicable. Their “Whatever it Takes” teams reengage students with protracted histories of academic failure, truancy, and disciplinary issues, and have assisted the largest alternative schools in the Rogue Valley in providing intensive interventions resulting in a large increase in engagement and credential attainment over the last 6 years.

**Paid and Unpaid Work Experience:** PYP’s Career Build program currently offers paid work experience through a network of supportive business partners in every Southern Oregon targeted industry sector. For example:

- Forestry: Annual summer forestry crews in Jackson and Josephine Counties;
- Transportation and Logistics: Josephine County Food Bank, Will’s Automotive, City of Phoenix;
- IT, E-Commerce: Jefferson IT;
- Construction: Caveman Roofing;
- Healthcare: Angel Lift Dental, Benchmark Physical Therapy, The Pregnancy Care Center;
- Advanced Manufacturing: Lam-Air Heating and Air Conditioning, Pro-Weld, Field’s Custom Manufacturing.

PYP has a variety of other worksite placement and career exploration opportunities including law offices, real estate, non-profit, social service agencies, and early childhood development.

**Occupational Skills Training:** PYP connects youth with OST opportunities aligned with their career interests. They have teamed up with community partners, including but not limited to, Pacific Healthcare Training, the Caregivers School of Learning, Table Rock Foundation and Lomakatsi to provide these opportunities.

**Education Offered Concurrently with Workforce Preparation:** PYP offers a model where workforce preparation services are delivered by staff and they refer youth to basic academic skills and OST programs through partner agencies. Partnership examples include Rogue Community College, Goodwill Industries, and Pacific Healthcare

Training. PYP offers regular workshops on financial aid, social and emotional wellness, and housing/tenant basics.

**Leadership Development Opportunities:** PYP has become well known in local secondary school communities as a clearinghouse for youth volunteers. Activities like the annual Frog-o-Faire, the Women’s Shelter Clothing Drive, and Back to the 50’s community events are “staffed” by our youth who provide everything from customer service to clean up.

**Supportive Services:** Through a range of funding sources, PYP regularly provides a variety of supportive services to youth including interview clothing, gas or bus cards, food or school supplies, identification documents, sports/youth activity fees, uniforms and necessary supplies, camp registration costs, and additional supports as needed.

**Adult Mentoring:** PYP provides regular, competent, long-term, healthy adult relationships to each youth served through their College and Career Preparation Specialists. They also connect youth to other opportunities for adult mentoring including the Youth Transition Program and Maslow Project. They are currently deepening Their relationships with Rogue Valley Mentoring, Youth 71Five Ministries, Youth Pathways Partnership, and the Josephine County Rotary Mentors Project .

**Follow-up Services:** PYP regularly provides 12 months of follow-up services. For youth in Career Build, structured check-ins are built into the exit transition strategy with each student. College and Career Coaches are available to youth after their secondary transition.

**Comprehensive Guidance and Counseling:** PYP provides “warm” facilitated referrals to a variety of counseling services provided through community partners including Options for Southern Oregon, Phoenix Counseling, Jackson County Health and Human Services, and school districts. Their staff are well versed in where to get help accessing healthcare coverage, personal/family therapy, mental health treatment, substance abuse treatment and self-help programs.

**Financial Literacy Education:** PYP provides a variety of financial literacy education opportunities including their own curriculum. The 8-hour series is a comprehensive foundation in financial literacy fundamentals including income and expenses, budgeting, credit, investments, and post-secondary financial aid education. They also provide direct connections with local banks for checking and savings accounts.

**Entrepreneurial Skills Training:** PYP provides opportunities for youth to explore entrepreneurial skills by connecting youth to resources such as RCC’S Small Business Development Center, Southern Oregon University’s Small Business Development Center, or any one of their many local businesses run by entrepreneurs. PYP is also working with Samaschool to add their freelance and “gig” economy trainings to the PYP menu of educational services.

**Labor Market Information:** PYP College and Career Preparation Specialists offer employment and labor market information about in-demand industry sectors and occupations. They utilize [qualityinfo.org](http://qualityinfo.org) and the Careers book published annually by the Department of Labor. They also utilize platforms including Oregon Career Information System and Virtual Job Shadow to help educate youth in these topics.

**Postsecondary Preparation and Transition Activities:** PYP’s core programs provide robust, individualized postsecondary preparation and transition services including coaching, networking, application assistance, incentive scholarships, career exploration, college and industry tours, career highlights, and motivational interviewing. Modules in the Financial Literacy training and Ready to Rent curricula assist youth in preparing for the transition into postsecondary education or the workforce. Additionally, they offer youth and community education around financial aid and social security benefits while working.

## Section 5: Compliance

Please answer the following questions of Section 5 in 12 pages or less. Most of the response should be staff-driven responses as each are focused on the organization's compliance with federal or state requirements.

5.1 Describe the process for neutral brokerage of adult, dislocated worker, and youth services. Identify the competitive process and criteria (such as targeted services, leverage of funds, etc.) used to award funds to sub-recipients/contractors of WIOA Title I Adult, Dislocated Worker, and Youth services, state the names of contracted organizations, and the duration of each contract. [WIOA Sec. 108(b)(16)]

▶ **WIOA Title IB Adult & Dislocated Worker Programs**

RWP followed pursued a Sole Source procurement with the Oregon Employment Department in early 2020 for Title IB Adult and Dislocated services at the WorkSource Rogue Valley Centers. A service provider selection was finalized and services began July 2020 with the new provider, Oregon Employment Department. The contract duration is for 1 year, with provisions for renewal in subsequent years until procurement is required again.

▶ **WIOA Title IB Youth Program**

RWP conducted a competitive procurement process in early 2020 for Title IB Youth services. A service provider selection was finalized, and services began July 2020 with the new provider, Project Youth+ (formerly College Dreams). The contract duration is for 1 year, with provisions for renewal in subsequent years until procurement is required again.

5.2 Identify the One-Stop Operator and describe the established procedures for ongoing certification of one-stop centers

The One-Stop Operator for our region is the Rogue Consortium One-Stop Operator, which consists of the following organizations who provide WIOA required partner programs:

- Oregon Employment Department
- Equus Workforce Solutions (formerly ResCare Workforce Services)
- Rogue Community College – Adult Basic Skills

The established procedures for ongoing certification of one-stop centers can be found in One-Stop Center Certification Policy ([Attachment #5.2](#))

5.3 Provide an organization chart as Attachment A that depicts a clear separation of duties between the board and service provision.

[Attachment A / #5.3](#)

5.4 Provide the completed Local Board Membership Roster form included in Oregon draft policy WIOA 107(b) – Local Board Membership Criteria as Attachment B. See Local Plan References and Resources.

[Attachment B / #5.4](#)

5.5 Provide the **policy and process for nomination and appointment of board members demonstrating compliance with Oregon draft policy WIOA 107(b) – Local Board Membership Criteria** as Attachment C.

[Attachment C / #5.5](#)

5.6 Provide the completed Local Workforce Development Board Certification Request form included in Oregon draft policy WIOA 107(c) – Appointment and Certification of Local Workforce Development Board as Attachment D. See Local Plan References and Resources.

[Attachment D / #5.6](#)

5.7 Provide the name, organization, and contact information of the designated equal opportunity officer for WIOA within the local area.

Sherri Emitte, Chief Financial and Administrative Officer – Rogue Workforce Partnership – 37 N Central St., Medford, OR 97501 – 541-842-2530 – sherri@rogueworkforce.org

5.8 Identify the entity responsible for the disbursement of grant funds. See Local Plan References and Resources. [WIOA Sec. 108(b)(15)]

Rogue Workforce Partnership has been designated by the Local Chief Elected Official as the local grant recipient and administrative entity. See [Attachment # 5.8](#) for the Partnership Agreement between the Rogue Workforce Partnership and the Rogue Valley Workforce Consortium

5.9 Indicate the negotiated local levels of performance for the federal measures. [WIOA Sec. 108(b)(17)]

**Program Years 2020 and 2021**

**WIOA title I - Adult**

Target Employment Rate 2nd Quarter after Exit	71.4%
Employment Rate 4th Quarter after Exit	71.0%
Median Earnings 2nd Quarter after Exit	\$6,400
Credential Attainment Rate	60.5%
Measurable Skill Gains	51.0%

**WIOA title I - Dislocated Worker**

Employment Rate 2nd Quarter after Exit	71.4%
Employment Rate 4th Quarter after Exit	72.0%
Median Earnings 2nd Quarter after Exit	\$6,800
Credential Attainment Rate	63.0%
Measurable Skill Gains	51.0%

**WIOA title I - Youth PY 2020 PY2021**

Employment Rate 2nd Quarter after Exit	63.5%
Employment Rate 4th Quarter after Exit	63.0%
Median Earnings 2nd Quarter after Exit	\$3,477
Credential Attainment Rate	68.4%
Measurable Skill Gains	51.0%

5.10 Describe indicators used by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), contracted service providers and the one-stop delivery system, in the local area. [WIOA Sec. 108(b)(17)]

RWP uses its contractor quality assurance monitoring guide, Operational Standards checklist, and I-Trac reports to measure performance and effectiveness of contractors. RWP works closely with Local Leadership Team partners to identify what’s working well, what needs attention, and what is missing from the one-stop delivery system. Additional efforts to create an integrated performance measurement capacity for the one-stop delivery system will be done with LLT partners in the coming months and years.

5.11 Provide a description of the replicated cooperative agreements, as defined by WIOA 107(d)(11), in place between the local board and the Department of Human Services' Office of Vocational Rehabilitation Services with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. See Local Plan References and Resources. [WIOA Sec. 108(b)(14)]

RWP is awaiting cooperative agreements and guidance from the State before moving forward with local cooperative agreements. In the meantime, RWP continues to work closely with our DHS and OVRS partners to enhance the provision of services to with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. This work is done through the Local Leadership Team.

5.12 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plans. If any comments received that represent disagreement with the plan were received, please include those comments here. See Local Plan References and Resources. [WIOA Sec. 108(b)(14)]

The RWP's Strategic Road Map, Objectives, and Key Results have been iteratively developed by Workforce Board members and a wide array of partners over the past few years.

- ▶ All members of the Board, including representatives from business, labor organizations, education and workforce participated in either small work groups and/or full Board meetings to solidify these planning documents.
- ▶ Sector Strategy industry leaders were engaged to gain their input and guidance.
- ▶ Representatives K-12 education, post-secondary education/training, workforce, and other community-based organizations were also engaged to gain their input and guidance.

The local plan was posted on the RWP website on January 12, 2020 to allow for the required 30-day comment period. Media releases and public comment opportunity notices were posted through web-posting, a broad email invitation to community partners and stakeholders, and newspaper advertisements.

RWP members devoted their January quarterly meeting to local plan review and refinement. This included an opportunity to provide comments on the plan from members of the public, including representatives of business, labor organizations, education, and the community. All comments were either incorporated or addressed in creating the final version of the plan.

The 27-person RWP membership also has - by design and intention - very strong representation from business, labor, education, and community partners. These partners bring together their broad community perspectives to craft, review and refine the local plan.

5.13 State any concerns the board has with ensuring the compliance components listed below are in place. Copies of documents are not required at this time but may be requested during monitoring.

- Administration of funds
- Agreement between all counties and other local governments, if applicable, establishing the consortium of local elected officials
- Agreement between the Local Elected Officials and the Workforce Development Board
- Local Workforce Development Board Bylaws
- Code of Conduct

- Approved Budget
- Memorandum of Understanding and/or Resource Sharing Agreements, as applicable
- Required policies on the following topics
  - Financial Management including cost allocation plan, internal controls, cash management, receipts of goods, cost reimbursement, inventory and equipment, program income, travel reimbursement, audit requirements and resolution, annual report, property management, debt collection, procurement, allowable costs
  - Program Management including equal opportunity for customers, supportive services, needs related payments, file management, eligibility, self-sufficiency criteria, individual training accounts, layoff assistance, priority of services, grievance for eligible training providers list, determination of an insufficient number of eligible training providers in the local area (if applicable), transitional jobs, stipends, training verification/refunds,
  - Risk Management including records retention and public access, public records requests, monitoring, grievance, incident, disaster recovery plan
  - Board Policies including board appointment, board resolutions, conflict of interest
  - Human Resources including employee classification, benefits, holidays and PTO, recruitment and selection, employee development, discipline, layoffs, terminations, and severance, drug policy, sexual harassment, equal opportunity/non-discrimination
- Professional Services Contract for Staffing/Payroll Services, if applicable
- Contract for I-Trac Data Management System

RWP does not have any concerns at this time.

5.14 Provide the completed copies of the following local board approval forms:

- [Statement of Concurrence \(Attachment #5.14a\)](#)
- [Partner Statement of Agreement \(Attachment # 5.14b\)](#)
- [Assurances \(Attachment #5.14c\)](#)

WIOA compliant versions of these documents are posted at: <https://oregonlocalplanning.weebly.com/>